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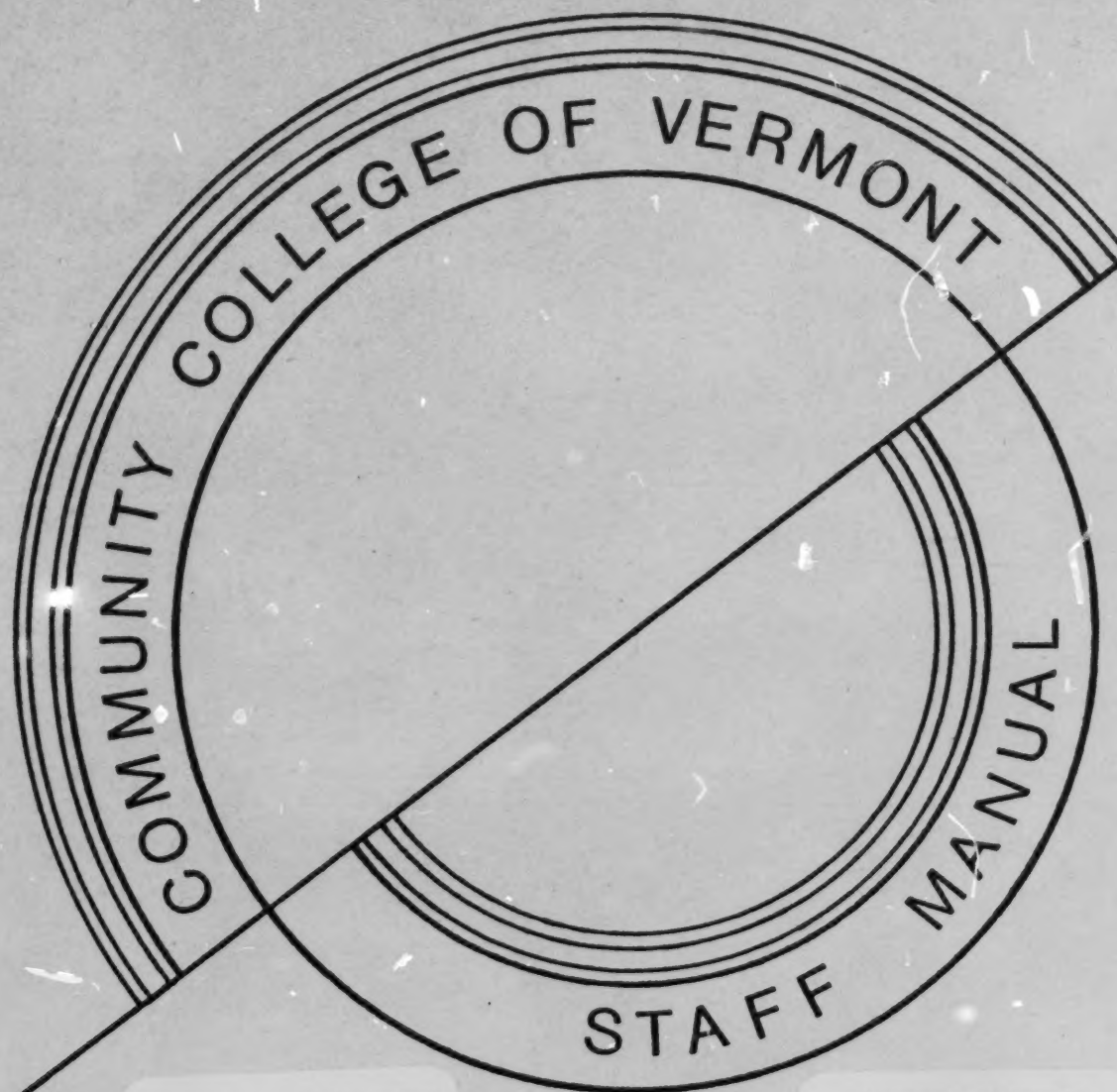
ABSTRACT

The purpose of this faculty and staff manual is to gather together and present in a tabular format a composite of the learning delivery system used at the Community College of Vermont (CCV) and the resources that support its community- and competence-based approach to education. Each of the processes in the system is examined in terms of a four-stage procedure that consists of assessment, planning, implementation, and evaluation. The manual's first section addresses curriculum development and instructional support for CCV's primarily adult, part-time student population. The process of curriculum development is traced from the first community needs assessment through instructor and location selection to the final evaluation. Because CCV is dependent upon community experts to teach part-time, instructional support is especially important and is considered in the manual in terms of recruitment and outreach, resource and facility needs, contract preparation, orientation, and evaluation. Degree planning and attainment and student support services, such as financial aid, assessment, information needs, and counseling, are examined next. Finally, the manual stresses the importance of staff development and provides instructors with an annotated bibliography of CCV reports and basic reading materials on adult development and learning, competence-based and experiential learning, and instructional development. (DD)

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FOR
LEARNING
SUPPORT
STAFF

March, 1979

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INTRODUCTION

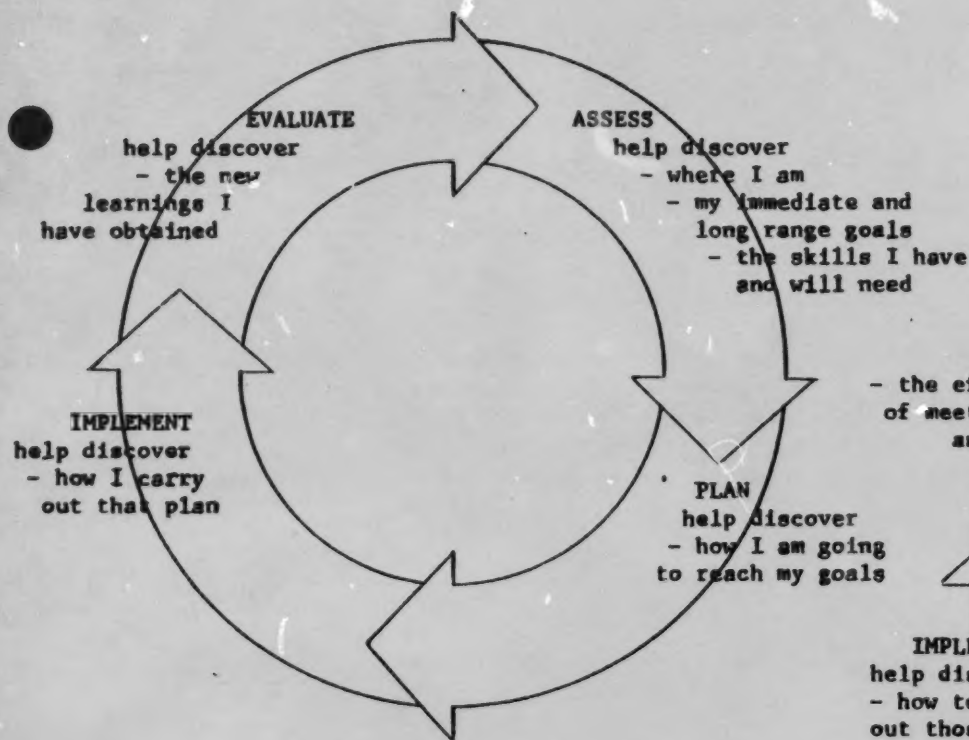
The purpose of this staff manual is to gather together and present a composite of the learning delivery used in Community College of Vermont's community and competence-based approach to education. While this book captures the major components of how CCV provides learning opportunities to Vermonters, it could never include all the intricacies and nuances that exist in the College's daily operations. It is an attempt to synthesize a wide range of tasks, functions, skills and resources necessary to carry out the work of the College.

The part-time nature of CCV's students and instructors provides vitality, variety and new ideas to the College. It also means that interaction between students and instructors is generally limited to the teaching/learning experience. Recognizing that both teachers and learners require a framework within which to operate, the learning support staff of the College must provide that framework of procedures, information and materials. The role of the staff is to develop links, support, and stability for the curriculum and degree process that the changing instructors and students encounter. The ability to select, orient, train, and provide human and resource support for instructors and the ability to counsel and provide curricular and resource support for students are necessary elements to achieve consistent quality in the teaching/learning process.

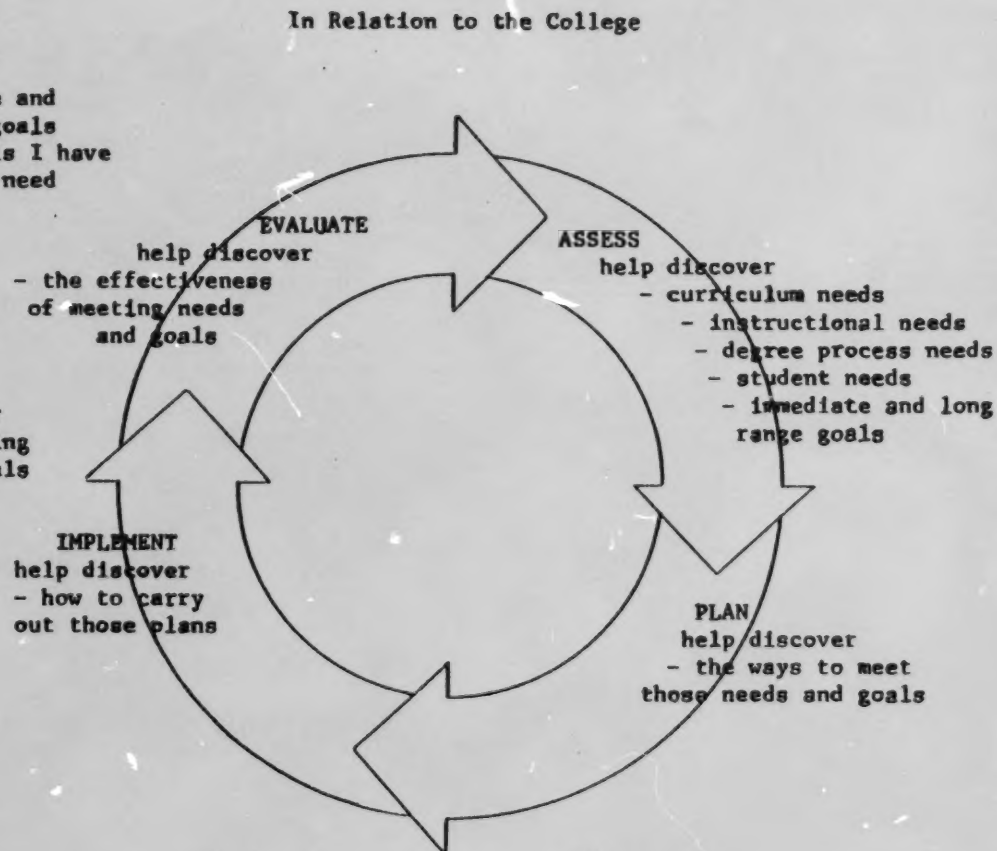
The regions and staff of the College support the learning process in various ways, based on a common learning philosophy that pervades CCV: learning to learn and self-reliance.

Self-reliant learners are seen as people who can assess where they are, where they have been, and where they need to go. They can plan how to reach their goals, implement the plan, and reflect on and evaluate their new learning. The self-reliant learner can use this new learning in other cycles of Assessment, Planning, Implementation and Evaluation.

In using the four stage APIE process with students, the application of that process extends to our own functioning as a College. The way this process works in relation to both students and the College can be represented by the following diagrams:



In Relation to Students



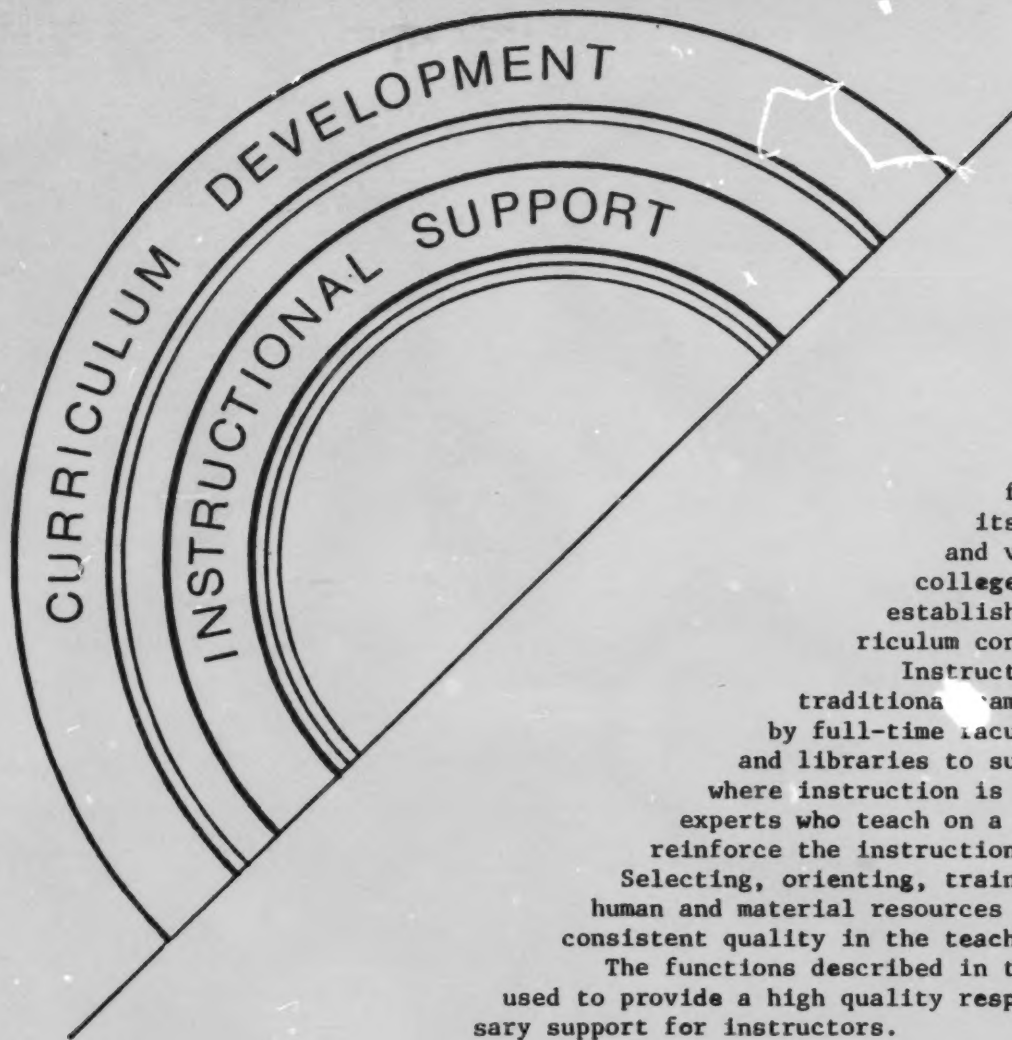
In Relation to the College

Using the Staff Manual

The Staff Manual has been designed to be used in several ways. It will be useful for orienting new staff, interns and work study students to the ways the APIE process is carried out as well as for giving learning support staff a ready reference to help them carry out their jobs. It can also provide staff with a means to assess and evaluate programs.

While this book is not a definitive "how to" manual, it does key many resources that have been used in the College to functions and activities that are appropriate to accomplish particular tasks. An attempt has been made to categorize functions according to their APIE stage. Therefore, the manual is not necessarily time sequenced. It may be appropriate for the reader to refer to different sections as concomitant activities are preformed. Some functions are repeated because they are common to more than one category.

Integral to the manual is a box of Staff Resources that is indexed and keyed (numbered) to the functions. These Staff Resources are housed in each Region as well as in the Central Office. They may be helpful in their present form or as a starting point for a more refined product. Hopefully, having these staff resources available will eliminate reinventing the wheel several times and increase the range and quality of products and methods available from the various parts of the College.



In order to be responsive to the diverse range of immediate needs and purposes of adult part-time students, CCV builds curriculum from needs assessment and designs its programs with maximum flexibility and variety. This is in contrast to colleges with permanent faculties who establish the programs of study and curriculum content.

Instruction and quality control at most traditional campus-based programs are provided by full-time faculties with departments, offices and libraries to support their activities. At CCV where instruction is provided by qualified community experts who teach on a part-time basis, the College must reinforce the instructional process with strong supports. Selecting, orienting, training, evaluating, and providing human and material resources are major elements that insure consistent quality in the teaching-learning process.

The functions described in this section outline procedures used to provide a high quality responsive curriculum and the necessary support for instructors.

CURRICULUM DEVELOPMENT

As a community-based college, Community College of Vermont (CCV) strives to develop a curriculum that responds to the learning needs of adults throughout the state.

ASSESSMENT

Function	Description	Resources
Determine objectives and outcomes for the community needs assessment	Each region of the College may have different objectives for its Community needs assessment based up on the uniqueness of its area. Some objectives may be to develop: - a range of learning opportunities which is responsive to community needs, - an understanding of special program and service needs, - a broadened exposure of the college to the community, and/or - an understanding of which learning models are most appropriate to the constituency.	Needs Assessment Questionnaires and Information (1)
Determine the information to be gathered	Before beginning a needs assessment, it is helpful to break down needs into categories. Some examples to consider are: - Academic Program and Community Service - needs for specific offerings and services (educational counseling, Associate Degree, courses in specific subject areas), - programs for specific population (local prison, industry, agency), - obstacles to participation (family, job, financial, transportation, lack of confidence), and - geographical distribution of the student population.	Community Needs Assessment (1) Needs Assessment Questionnaires and Information (1) Community Needs Assessment (1)
Determine the best sources for the information	Depending on the objectives and information needs, some or all of the following sources may be useful: - students - teachers - agencies - businesses/industry - other CCV staff - records from previous terms - census data Collaboration with other agencies and institutions that have done or are considering needs assessment efforts may be beneficial.	Needs Assessment Questionnaires and Information (1) Community Needs Assessment (1)

CURRICULUM DEVELOPMENT

ASSESSMENT

Function	Description	Resources
Develop methods for data collection	Several types of questionnaires have been developed and used at CCV. A formal population survey by mail requires a different kind of questionnaire than one used as an informal interview guide. The actual design will depend on the objectives, information needs, and target groups. Interviews with groups and individuals when visiting classes and support groups or meetings with teachers and other staff often allow for unanticipated results and for increased two way communication between the College and the community.	Needs Assessment Questionnaires and Information (1) Community Needs Assessment (1)
Analyze the data	Once the needs assessment information has been gathered, it is necessary to make interpretations of the results. The following questions may be helpful guidelines: - are there discernable trends that emerge? - is there anything which would indicate a shift in the way CCV provides services (support groups, night time counseling, weekend courses, certificate programs, use of different models, etc.)? - does the information reflect a need for better public relations and outreach? - are there clusters of responses that indicate a need for particular offerings? - is there a strong response from referring agencies on behalf of their clients?	

CURRICULUM DEVELOPMENT

PLANNING AND IMPLEMENTATION

Function	Description	Resources
<u>LEARNING SERVICES DELIVERY</u> Develop criteria for selecting program content	From the needs assessment questionnaires and surveys as well as follow-ups to previous courses, criteria should be established to reflect the following: - what are the indicators of expressed needs for each offering? - how will learning experiences be responsive to community needs? - how will the types and variety of offerings be balanced in the overall program? - how will the program answer the needs of degree students in relation to the areas of competence? To the degree process itself? - how will the five learning models accomodate different learning and teaching styles? - how will developmental skills needs (writing, reading, math, study skills) be met? - how will special program and career needs be addressed? - how will community resources, organizations and facilities be used? - is there a duplication of these services in one community? - how will the program reflect high quality college-level content?	Needs Assessment Questionnaires and Information (1)
Determine what balance of offerings is appropriate	It is important to know which areas are most relevant for each particular region based upon the needs assessment surveys. The broad categories for the academic program include: - Business - Education - Fine Arts - Health and Physical Education - Humanities - Science/Mathematics - Social Science - Vocational/Technical The Community service learning offerings which do not generate a transcript are: - Avocational - Personal/Family growth - Recreational - Workshops	Sample Course Lists (2)

CURRICULUM DEVELOPMENT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
	The criteria for these community service courses include: - directed toward solving a personal or family problem, - directed toward pure enjoyment free of the constraints of "valuing" or evaluating the performance, - primary goal to improve a skill recognized as common to the majority of adults, - primary goal to acquire a skill to a level to be used in a hobby, - content focused toward one point of view without full educational inquiries into opposing points of view, - designed and marketed specifically for members of the community who are not seeking degrees nor require academic recognition.	
Generate idea list of offerings	Using the criteria previously established, an initial list may be generated by analyzing assessment information and by listing successful past offerings, titles of learning experiences not offered in previous terms, courses that provide further learning to those previously offered (i.e. Bookkeeping II), and learning experiences suggested by potential instructors and students.	
Determine appropriate delivery models	Offering learning experiences through various delivery models accommodates a variety of learning styles. This is the time to identify the models best suited to students and explore new ways to use them. Determining appropriate delivery models for particular offerings and arranging for independent study, work experience, experiential, and clusters as well as courses must be accomplished. Budget allocations for instruction must be considered too.	Individualized Education Task Force Report (4) Study Models (3)
Establish degree process support groups	In designing curriculum, it is important to provide experiences appropriate for students with differing levels of readiness for and/or progress towards meeting their degree goals. See Degree Process/ Student Support section for more detailed information.	Degree Process (5)

CURRICULUM DEVELOPMENT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Choose time frames for learning experiences	Providing learning experiences that vary in length and time enables the College to serve more students' needs. It is important to explore the variety of ways to offer learning and then to identify which is best for a given subject. Potential instructors can often provide assistance in such a determination. Examples are: - short and long courses (especially in the same subject area, e.g. Calligraphy I followed by a shorter course, Calligraphy II) - intensive weekend workshops - daytime and night time offerings	Sample Course Lists (2)
Determine geographic locations for offerings	In order to serve the community well, travel patterns and capabilities of students must be considered. In some areas, offering courses at several centralized locations works well; at other regions spreading them throughout the community works more effectively.	Community Needs Assessment (1)
Select instructors for learning experiences	The selection of instructors is covered in Instructional Support, Planning and Implementation.	
Determine resources to support curriculum	A variety of learning resources - books, films, speakers, tapes, etc. - help bring many perspectives and ideas to a learning experience. It is important that they be both relevant and instructional. To assist in the selection of appropriate learning resources, the College maintains Resource Files which contain information about: - human resources - print resources - non-print resources - agencies and businesses - internships and work experience placements - course descriptions/sample competencies Files must be up-dated and maintained and information made available to staff, students, and teachers. By generating ideas from those groups, lists for resource purchases for local libraries can be developed. It is important to maintain records on the use of library grant money. Books and materials for courses need to be ordered as course lists become formalized.	Resource File Order forms (6) <u>Instructor Handbook</u>

PLANNING AND IMPLEMENTATION

Function	Description	Resources
Select facilities for each learning experience	Most regions have developed a resource file of facilities in the community used as classroom space. These spaces may be offered by area businesses, churches, schools, and individuals. Determine the appropriateness of the facility according to time frames, size of groups, and special needs of those groups. Formalize facility arrangements by letter of agreement. (See also Instructional Support, Planning and Implementation.)	Resource File of Facilities Facility Arrangements (7)
Develop titles and course proposals	Good titles and course proposals are essential since they often provide the basis for a student's decision to participate. Talk with instructors about goals, objectives and major topics of their courses and possible teaching methods. Also discuss anticipated resources (texts, films, etc.) and which students would be most likely to benefit from the course. Provide guidelines for teachers in writing course proposals, but reserve the right to edit the proposals as needed. All course proposals for the Academic Program should include: - statements on the theories and concepts to be learned, - statements on how the knowledge can be generalized to other subject matter or settings, - statements on the expected performance of students, - description of content which is offered at the community college level. The descriptive titles of these courses must be precise, and clear. That is, they must recognize those words that have common meanings in postsecondary education and use such words accurately. See Instructional Support, Planning and Implementation section for related information.	Course Proposal Planning (8) <u>Instructor Handbook</u>

CURRICULUM DEVELOPMENT

PLANNING AND IMPLEMENTATION

Function	Description	Resources
Determine times and places for registration	Coordinate registration times with other regional staff, keeping in mind time and geographical spreads which will allow access to the greatest number of people. Plan time between registration and the beginning of classes to: - make students lists, - provide for instructor contact, - do further advertising if necessary, and - gather previously ordered books and materials.	Past Course lists (2)
Participate in Course List development	The Course List must have accurate information including: - course titles, proposals, number of hours, tuition, location, day, time and starting date, - instructors' names and credentials, - both Academic Program and Community Service offerings, - registration times and places. Subject categories, art work and other special information need to be carefully planned and coordinated with the Registrar.	Sample Course Lists (2)
Develop information collection system	At this point in the curriculum development process it is necessary to develop a format for keeping track of the data being collected. This will include: offerings, instructors, times and locations, number of weeks, starting dates, contact hours, book and film orders placed and received, etc. As students register, fill in their names.	Program Information Records (9)
Assist with registration	Numbers of students registering for each learning experience must be maintained in order to determine which learning experience will be held and which will be cancelled according to the criteria. It is necessary to contact students and instructors in cancelled courses.	
Determine which courses will be cancelled	Establish criteria for cancellation or non-cancellation of learning experiences and apply them. Criteria may include: - number of enrollees, - addresses a basic skill required of college-level learners, - addresses an area of competence necessary for degree students.	
Provide follow-up to registration	After registration, make a formal list of courses that will be offered. Also, collect late registrations, answer questions, make plans to visit classes, arrange for second sections of over-enrolled	

CURRICULUM DEVELOPMENT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
<u>PUBLIC RELATIONS AND OUTREACH</u> Establish mutual relationships with other community resources	courses if possible, recontact instructors to confirm resource and teaching arrangements, reconfirm facility availability, etc. Because of its community-based nature, public relations is a large part of the effort at CCV. It is an ongoing development with staff constantly seeking new avenues for community exposure and participation. Such avenues might include inviting local people to be involved on Local Review Committees, as instructors, or as students. Contacts within the community might include: - public libraries - institutions such as schools, churches, colleges - guidance counselors and other professionals - adult education centers - potential instructors and consultants - public and private agencies - banks, businesses, industries - community service clubs and organizations (Rotary, etc.)	Resource File
Maintain visibility in the community through media	By making good use of public media, public relations and curriculum development efforts can be enhanced. Newspapers, radio and television can provide wide exposure of college events, student and instructor activities, public acknowledgements and thank yous, registration times, program offerings, etc. CCV is eligible for some free public service media space and time. "Talk show" time is usually free as are newsworthy items.	Advertising Sample (10)
Develop cooperative relationships with other community education programs	An important part of both the public relations and curriculum development effort is developing sponsorships and co-sponsorships with other educational programs serving the adult learner. It gives groups opportunities to share similar efforts as well as avoids duplication of services. Cooperative ventures provide CCV students accessibility to other programs as well as increase awareness and participation among other community members. Examples include the co-sponsorship of courses with vocational centers, participation in a consortium of agencies, and planning activities with the police department and Small Business Administration. Formal relationships with organizations require administrative approval following the guidelines of the New England Association of Schools and Colleges.	Cooperative efforts (11) Documentation for Speaking of Energy (Central Office)

CURRICULUM DEVELOPMENT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Distribute course lists, posters, and CCV literature	A wide distribution of course lists and posters provides good exposure in the community. Important target groups may include: - former and present students and instructors, - agencies, businesses, and industries, - schools, libraries, churches, - community action groups, service clubs, etc.	
Provide direct outreach to community members	Outreach can be accomplished by: - holding student meetings, - talking with students in classes, - telephone and mail, - making home visits when necessary, and - attending meetings of community groups (Lions Club, firemen, PTA, Jaycees, etc.).	
NEW PROGRAM DEVELOPMENT		
Identify need for new program	As a result of a needs assessment or implementing a program, a strong need not being filled by the present system may be identified. At this point, share the concern with the regional staff and the Regional Director, and outline the steps that need to be taken.	
Discuss idea with Academic Affairs staff and develop proposal	If the program has college-wide implications, discuss it with Academic Affairs staff at the central office. To further pursue the idea, a formal program proposal must be submitted to the governance structure. Such a proposal outlines the following: - statement of purpose or goals, - description of activities to achieve goals, - reasons the program is necessary, - necessary resources to implement the program, - evaluation process and criteria to be used.	Program Proposal Sheets (12)

CURRICULUM DEVELOPMENT

EVALUATION

Function	Description	Resources
Determine the effectiveness of program content and delivery	To determine the effectiveness of program content, questions to ask include: - how well were community needs met? - how well were the needs of degree students met in relation to the areas of competence? to the degree process itself? - was there a good balance of offerings in different subject categories? - how many students enrolled? - how many students failed to complete learning experiences? Why? - what and how well did students learn? (end-of-course evaluations) - were developmental skills needs met? - were special programs well received? - were students and instructors enthusiastic about offerings? what was especially noteworthy? - do patterns emerge that indicate career needs? - how well and appropriately were the various learning models used?	CCV evaluation forms (13)
Determine the effectiveness of scheduling in relation to community and student needs	Guidelines to determine the effectiveness of scheduling include: - were students and instructors pleased with the times and geographical locations offered? - were a variety of time frames used? - are there patterns in peoples' responses that indicated preferences for daytime vs. nighttime scheduling, short vs. long courses, weekend workshops, locations, etc.?	
Determine the effectiveness of delivery of resources	CCV uses a wide variety of learning resources. To determine the effectiveness of delivery of resources, questions here might be: - what were the types of resources used? how well were they used? - was the needed information to be found in the Resource File? - has new information been added? - were students able to find needed resources in the community? - were appropriate resources available to instructors? how many used resources services? - were materials and books ordered available on time? (Also see Instructional Support, Evaluation Section)	

CURRICULUM DEVELOPMENT

EVALUATION

Function	Description	Resources
Determine effectiveness of facilities for future reference	Guidelines for evaluation of community facilities include: - were they appropriate and accessible for the offerings? how else might they be used? - were there any problems over the length of the term? - how did students and instructors feel about the quality of the facilities? It is useful to record this information in your facilities file for future reference. (Also see Instructional Support, Evaluation Section)	
Determine the effectiveness of public relations and outreach	Questions to ask in relation to public relations and outreach efforts include: - how many new students participated this term? new degree students? - how many course lists were distributed? posters? brochures? - how many places displayed course lists? - how many new people participated on committees? - how well were community contacts maintained and formed? - were events co-sponsored with other groups? how did co-sponsorship improve/enhance community relations? - what other special efforts were made and how well did they work?	

INSTRUCTIONAL SUPPORT

CCV makes use of a wide range of community people to teach learning experiences, including those with teaching experience at other institutions, people in the community with skills and knowledge in special areas, and its own staff.

ASSESSMENT

Function	Description	Resources
Identify potential instructors for the coming term	Assessment of instructional needs is carried on in conjunction with curriculum development. The first step is to identify potential instructors by checking through the instructor resource file. Information on past instructors should include: - titles and subject matter of courses qualified to teach, - comments from students on past teaching, - remarks from reviews of former evaluations, - resumé and academic credentials.	Teacher resource file Letter responding to inquiry (14)
Search out referrals from other sources	Recruitment of instructors with specific skills and knowledge can occur through channels as: - contact with businesses, industries and agencies, - students and other teachers, - CCV staff, - advertising in local media, - contact by prospective instructors.	
Contact potential instructors, solicit resumé	An initial interview may be accomplished by a telephone call. However, a personal interview is desirable especially for new instructors. During this first interview, it is necessary to cover contractual agreements and payments as well as to discuss CCV's philosophy, procedures and expectations.	Hiring Teachers (15) Teacher resume and contract (16) <u>Instructor Handbook</u> Course information form (9)

INSTRUCTIONAL SUPPORT

ASSESSMENT

Function	Description	Resources
Determine the space and facility needs of instructors	During the initial interview, discuss the following facility needs: - times - floor space - seating arrangements - special arrangements such as lab space - storage - blackboard - audiovisual equipment - lighting - accessibility to the facility - smoking restrictions.	
Assess the need for resources and curriculum materials for learning experiences	Discussion should also occur around the following needs: - book lists and ordering of texts, - available media, - use of libraries, - consultants and/or agencies with expertise, - possibilities for internships and work experience for students, - other materials.	Resource File Hiring Teachers (15)
Identify the orientation needs of instructors	Identify which instructors need assistance to know: - the nature and philosophy of CCV, - how to write good course proposals and course descriptions, - how to make good use of various learning resources, - the principles behind and the skills involved in negotiating objectives, - how to write a good narrative evaluation of each student's learning, - which CCV staff to contact for help.	Worksheets for Instructional Support (17)

INSTRUCTIONAL SUPPORT

ASSESSMENT

Function	Description	Resources
Identify experienced instructors in need of assistance	From class observations and the examination of course objectives and evaluations from previous semesters, the assistance needs of veteran instructors can be assessed. Some questions to be asked are: - do the end of course evaluations reflect specific skills and learnings in relation to the objectives? - do evaluations show an understanding of the CCV process and philosophy? - was the quality of work done by students evident? - might the instructor benefit from further discussion or orientation with the <u>Instructor Handbook</u>? - does this instructor have difficulty teaching or relating to students?	<u>Instructor Handbook</u>

INSTRUCTIONAL SUPPORT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Select and notify appropriate instructors	To make a final selection of instructors, review resumés, course proposals, and the results of the initial interviews. If an interview has not already been conducted, it will be important to do so. Instructional support must be coordinated with the curriculum development effort. Criteria for the selection of instructors should include: - practical and theoretical knowledge and skills in the subject area to be taught and relevant academic credentials, - interpersonal communication skills relevant to working with a heterogeneous student group and a willingness to adopt teaching strategies appropriate to a variety of learning styles, - enthusiasm about teaching the subject in CCV's learner-centered system, with appreciation of the special needs of adults who have job and family responsibilities in addition to their student obligations, - a willingness to actively involve students in the negotiation of specific course objectives, methods, content, and completion requirements, - an understanding of the joint obligation of teachers and students to evaluate learning in a competence-based narrative format, - a self-reliant attitude and an ability to work with some autonomy and creativity in responding to unanticipated needs and difficulties as they arise in the teaching situation.	Hiring Teachers (15) Letters to Instructors (18)
Collaborate with instructors to produce course proposals	Much of this effort is coordinated with curriculum development. A good course proposal should outline the following information: - Academic Program or Community Service category - course title - days, times, number of weeks, place to be held - topics, learning objectives, theories and concepts to be learned - teaching methods to be used and description of college level content - texts and materials fees - suggested prerequisites - expected commitments such as papers, projects, etc. - expected performance of students - for whom the course would be most appropriate - how the knowledge can be generalized to other subject matter or settings. A brief summary of the instructor's background and qualifications for teaching the course is also necessary.	Course proposal Planning (8)

INSTRUCTIONAL SUPPORT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Prepare instructor contracts	The instructor contract formally outlines the agreement for professional services including the name of the instructor, title of the course, the description and cost of service, and the schedule and procedure for payment.	CCV Agreement for Professional Services (16)
Contact facility providers and make appropriate selections	After completing the needs assessment and selection of instructors, examine the file for appropriate facilities. At this point, contact the facility providers, and with the instructors' requirements in mind, select spaces. Make arrangements for the dates and times to be used. Provide for alternate spaces during vacation periods if necessary.	
Formalize and confirm facility arrangements in writing	The specific information to be addressed in the letter of agreement should include: - agreed upon dates and times, - any fees or payment in-kind, - the CCV contact person, - how to gain access to the facility, - restrictions on use of space, - instructor's name.	Facility Arrangements (7)
Assist instructors in selection of print and non-print resources	As resources to support the curriculum have been determined, (Curriculum Development, Planning and Implementation) it is necessary to make these possibilities known to instructors. Specifically, these may include: - libraries, - films, video, and tv courses, - outside speakers, - CCV assessment exercises, - agency and business contacts, - teaching tips, - CCV services.	Resource File <u>Instructor Handbook</u>

INSTRUCTIONAL SUPPORT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Order texts and materials for use by instructors	Texts, films, materials, and supplies need to be ordered. This is usually done in conjunction with a resource person at each region. However, the contact person for instructors needs to be familiar with procedures for ordering and delivering materials in order to serve the instructors well. Arrangements for the sale of materials to students also need to be made.	Book & Film Catalogues
Provide for orientation for instructors	Although some contact and initial orientation with instructors has occurred, time must be set aside before the first class for more in-depth discussion. Topics might include: - use of the <u>Instructor Handbook</u>, - negotiating objectives, - evaluation procedures, - resources, - CCV philosophy, - adult learning. Discussions may be held individually or in groups with special attention given to new instructors.	<u>Instructor Handbook</u> Orientation Information (20)
Provide for continuous contact with instructors	Besides orientation, it is useful to set up channels for continuous contact through class visits, telephone, newsletters, or meetings. Support and encouragement is always appreciated! Assistance to instructors may include: - teaching aids and methods, - information about teaching and learning styles, - assessment and evaluation methods, - answering questions about make-up time, instructor illness and student problems, - assistance with providing copying, audiovisual and other resource services.	Teacher contacts (21) Class visits (22) <u>Instructor Handbook</u> Resource File Teaching Tips (23)

INSTRUCTIONAL SUPPORT
PLANNING AND IMPLEMENTATION

Function	Description	Resources
Provide assistance in negotiating objectives	Prior to the third class, be sure instructors understand the writing and negotiating of course objectives. Questions to consider are: - how will objectives state specific learnings and outcomes? - how will students' personal goals be addressed? - how will students participate in the formulation of objectives? - how will the needs of degree students be met? After the third week, make arrangements for collecting the forms.	<u>Instructor Handbook</u>
Provide assistance with the evaluation process	Evaluation is an ongoing process where students reflect on their learning throughout the term. When assisting instructors it is necessary to emphasize the rationale as well as to provide guidance for writing narrative evaluations. It should also be made clear that these written evaluations become part of the student's permanent record.	<u>Instructor Handbook</u>
Put together and send evaluation packets to instructors	Packets of evaluation materials should include: - typed objectives, - evaluation forms for both students and instructors, and - information about the transcribing process. Forms for evaluating the instruction and CCV services can be added to the packet. Evaluations should be completed before the last class and returned to the CCV office.	Evaluation forms for teachers (24)
Receive and review evaluations	After receiving both student and instructor evaluations, it is important to identify both the strengths and weaknesses of instructors, content of courses, student learning, the CCV process, facilities, and other relevant issues.	
Send Follow-up letter to facility providers	At the end of the use period, it is customary to send a thank you letter to facility providers. At this point, it is necessary to record pertinent information about the facility in the file for future reference.	Sample letter (7)
Provide for end of term follow-up	Be sure that all the forms are processed, instructors are paid, missing evaluations and resources are ferreted out and necessary information is recorded. Give feedback and thanks to instructors.	Thank you letter (25) Program Information Records (9)

INSTRUCTIONAL SUPPORT

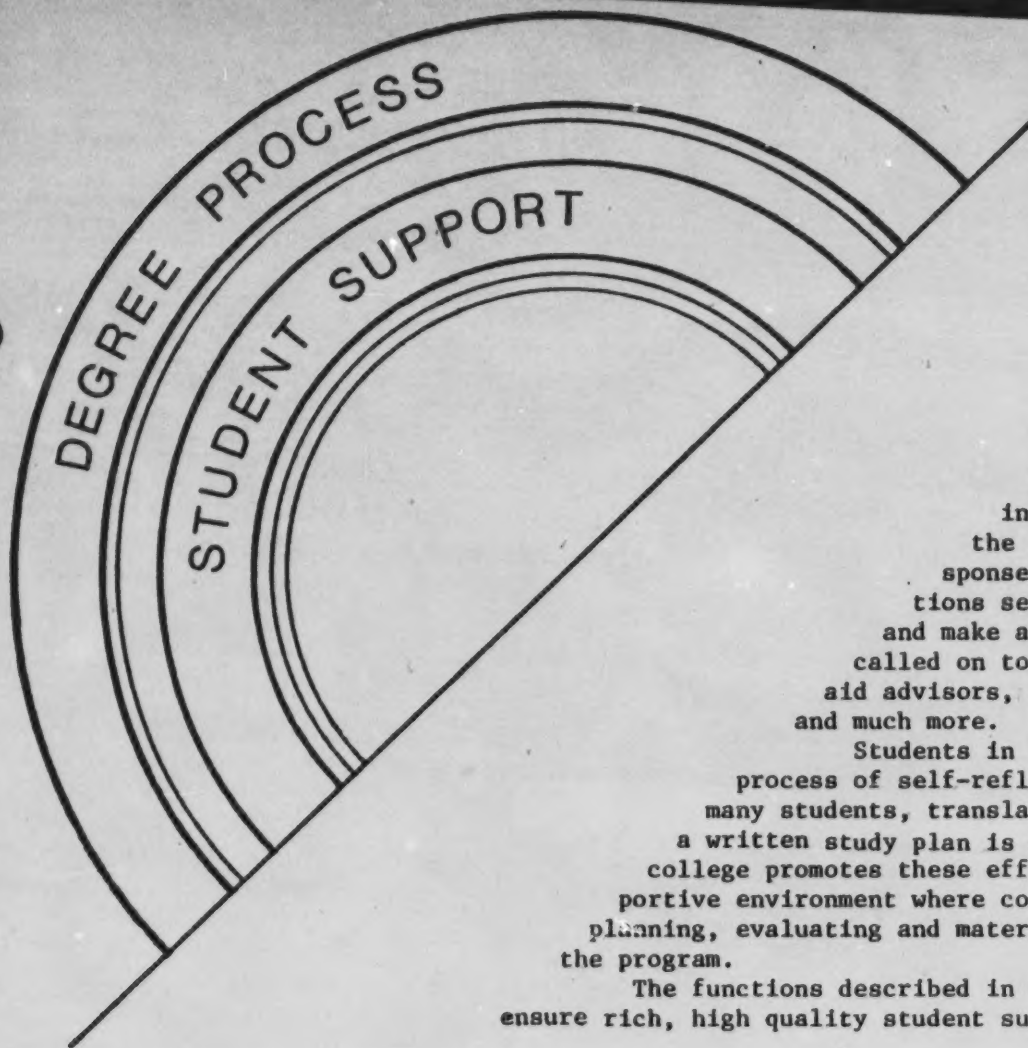
EVALUATION

Function	Description	Resources
Determine the effectiveness of instructors	Guidelines for determining the effectiveness of instructors include: - how well did an instructor understand and use the CCV process? - were students satisfied with content and style? - what was the percentage of students completing the course? - to what extent were the original goals accomplished? - what was the quality of the work and projects generated during the course? - what was the quality and level of the texts used? - was there evidence of any unanticipated outcomes, learning, or growth taking place as a result of the course? - based upon this information and the criteria for instructor selection, would the instructor be recommended for hiring again? would further training be necessary?	Student Appraisal (26)
Determine the effectiveness of facilities	Some questions to ask here are: - was the facility appropriate? - were there any problems with it? - are there alternate ways to use it in the future? - were special needs met through the use of this facility (e.g. labs long term use, audiovisual, etc.)? (Also see Curriculum Development, Evaluation section)	
Determine the effectiveness of resource delivery	Resource evaluation questions may include: - were needed resources available? - were they delivered on time (books, audiovisual)? - were contacts with agencies and community groups used well? - were efforts to help students and instructors be aware of resource possibilities successful? - was continuous resource support available? how well was it used? (Also see Curriculum Development, Evaluation section) - what were the reactions toward materials used (<u>Instructor Handbook</u> handouts, etc.)?	

INSTRUCTIONAL SUPPORT

EVALUATION

Function	Description	Resources
Determine the effectiveness of overall instructional support delivery	Guidelines here include the following: - how well was the community at large used to support the curriculum? - how well were instructors oriented to the CCV process (objectives, evaluations)? - were contracts, objectives, evaluation packets, etc., prepared and collected on time? - how well was contact with instructors maintained throughout the term?	Interview Schedule (27)



Because CCV serves adults who are experiencing significant changes and transitions in their lives, counseling is an important and integral part of student support. While the curriculum has been designed in response to student need, the counseling functions serve to help students assess their needs and make appropriate choices. Counselors are called on to be encouragers, academic and financial aid advisors, trouble shooters, reality therapists and much more.

Students in the degree program engage in an intense process of self-reflection, planning, and learning. For many students, translating the results of these efforts into a written study plan is a difficult and lengthy process. The college promotes these efforts by providing leaders and a supportive environment where counseling, teaching, advising, assessing, planning, evaluating and materials can assist the students through the program.

The functions described in this section outline procedures used to ensure rich, high quality student support and degree planning.

DEGREE PROCESS/STUDENT SUPPORT

Underlying the degree process at CCV is the area of student support. Counseling functions, which lie at the heart of the student support process, provide assistance for new students, enrolled degree students, the degree process, and outreach efforts in the community.

ASSESSMENT

Function	Description	Resources
Assess student needs and readiness to undertake the degree process	The first step in the assessment process is to conduct individual interviews or workshops to determine: - background of a student in relation to his/her goal - goal clarity and feasibility - need for academic and study skills - readiness to undertake an individualized program. Often times, a great deal of time must be devoted to students in order to carefully assess their needs and help them make the best decisions in progressing toward the degree.	Needs Assessment Questionnaire (1) Skills Assessment (28) <u>Student Progress Portfolio</u>
Assess the learning needs of currently enrolled students	Efforts to assess learning needs of currently enrolled degree students may include polling students at the middle or end of a term through questionnaires, class visits, workshops, etc. Suggestions for the coming term, for residency programs and for alternative ways to serve students may be solicited. It is important to keep in mind the relevance of these needs to the areas of competence.	Needs Assessment Questionnaires (1) Learning Style Inventory (29)

ASSESSMENT

Function	Description	Resources
Assess needs and provide information about financial aid and veterans benefits	During an initial interview one important area to cover is the financial needs of potential degree students. Are they prepared to bear the cost of undertaking the degree process? Students should be aware of all the potential sources of financial assistance, requirements for eligibility, procedures, and deadlines for applying for and receiving aid.	Financial Aid Information (30) Student Handbook
Provide assessment procedures for newly enrolled degree students	Often an initial interview is not thorough enough to determine the students level of readiness to undertake the degree process, and further interviews or workshops are necessary. One procedure is to use discussion and exercises to help students place themselves on the degree continuum: - students without well-defined goals or with skill deficiencies - pre-degree process group - students with definite goals and skills - degree process group	<u>Student Progress Portfolio</u> Skills Assessment (28) Assessment Workshop (28)
Facilitate assessment of academic skills	An assessment of prior learning will occur formally as a student begins to write a degree plan. However, some strengths and weaknesses need to be looked at before a student begins the degree process. Questions to be asked are: - does the student possess the necessary writing skills to undertake the degree process? - are the student's math, reading, and study skills sufficient to meet his/her goals? Since the degree plan is a written one, special attention must be paid to this particular area. The use of the Developmental Skills Assessment Questionnaires is very useful as a means of determining deficiencies and planning subsequent learning experiences.	Developmental Skills Assessment Questionnaire (28)

ASSESSMENT

Function	Description	Resources
Facilitate assessment of learning styles and goals	One of CCV's important tenets is the growth of self-reliance for students. Educationally, this means helping people to obtain "learning to learn" skills. Assessment may include focusing on more specific goals and on how the student sees him or her as a learner. Students may identify their strengths and weaknesses, discern the means by which they learn best, and discover those skills they may need to develop more.	Learning Style Inventory (29) Contracting Materials (31) <u>Student Progress Portfolio</u>
Assess need for Local Review Committees	Learning support staff must assess the areas of interest, the plans, and the pace each student has developed in working toward the degree. Select Local Review Committee members based on the information gained, and schedule meetings.	

PLANNING

Function	Description	Resources
Provide information about the College to new and prospective students	The College provides literature and brochures about its degree process and lifelong learning opportunities. Interviews with prospective degree students, both walk-ins and referrals, may provide the opportunity to assess the students': - overall readiness to undertake the degree process - ability to describe goals and purposes - background experience in relation to those goals. At this point it is also useful to answer questions about CCV and its degree process and ask what the College can do to help a student meet those goals.	Student Orientation Materials (32) course lists (2) Student Handbook (50)
Develop processes and staffing to provide counseling services for degree students	Various segments of the degree process require different skills. Assessing student needs, helping students make appropriate choices and helping them with the degree process require counseling and teaching skills and a thorough knowledge of CCV. As a student prepares to work with his or her Local Review Committee, it is necessary for staff to know the student and community members who would be beneficial to his or her learning goals. Staff must also be able to support the Local Review Committee process by recording minutes, asking clarifying questions, and interpreting questions and comments.	
Design classes for students needing preliminary work before beginning the degree process	Pre-degree offerings focus on values and goals clarification; writing, academic and study skills; career exploration; and research into one or two areas of competence. At the same time students may participate in work experience or other types of learning as well as benefit from the advice of teachers and practitioners in his or her field of study. The end result is a clear goal and the necessary skills and confidence to begin designing a degree plan.	Resource File <u>Student Progress Portfolio</u> Dev. Skills Questionnaire (28) Degree Process According to Region (5)

PLANNING

Function	Description	Resources
Establish degree process groups	Degree groups must address the needs of students who are at various stages of the degree process as determined through the assessment procedures. It is important that they also meet the scheduling and other needs identified in the community needs assessment. Coordination with other staff who are developing curriculum is also necessary. Instructors of these groups need to have a thorough knowledge of all phases of CCV's operations in order to fully serve students.	Contracting Materials (31) <u>Student Progress Portfolio</u> Degree Process According to Region (5)
Set up other learning options	Staff need to be available to students to help set up such experiences as independent studies, experiential learning, and work experience. Resource files, kept up to date, can provide the names of teachers and businesses who are willing to participate in such cooperative arrangements. Occasionally it is appropriate to refer a student to another community service provider or another educational institution that can accomodate the student's needs better than CCV.	Individualized Education Task Force Report (4) Study Models (3) <u>Student Progress Portfolio</u> Resource File

DEGREE PROCESS/STUDENT SUPPORT

IMPLEMENTATION

Function	Description	Resources
Provide assistance in writing study progress plans	Assistance with the study progress plan, a form filled out each term outlining plans for the coming term, should focus on immediate goals, the variety of ways to learn (5 models), questions about previous relevant learning in that field, and the relationship of expected learning to any of the ten areas of competence.	<u>Student Progress Portfolio</u> Degree Plan Review Guidelines (33) Study Progress Plan (34)
Assist students in designing a degree plan	Groups and classes meet to begin designing their degree plans. The focus is on designing a degree plan covering the goal statement, narrative, areas of competence, competence statements, learning experience list, and documentation. It is at this point that the assessment of prior learning takes place. The end result is a draft of a degree plan and a date to meet with a Local Review Committee.	Contracting Materials (31) Transcripting Memo of Feb. 13, 1979 (35)
Establish Local Review Committees	Local Review Committees are comprised of student, community and college representatives. Standing committees may be used, or a committee is set up for each individual student. Committees meet with students to review the degree plan and make recommendations for further learning. Committee members include: - the student - a practitioner who has recognized competence in the student's area of interest - a CCV instructor - a peer student - the chairperson Local Review Committee members are recruited and trained in how to help students plan and meet their learning contract requirements.	Local Review Committee Handbook (33) Suggested LRC procedures (33)
Facilitate the Local Review Committee Process	Students may need counseling in preparation for the Local Review Committee process. Learning support staff must contact members of the committee, set a time and place, and provide training and assistance for members to ensure the quality of standard setting, the process and the final student degree plan. The student's counselor may ask clarifying questions, serve as the recorder, and encourage the student throughout the process.	Local Review Committee Handbook (33) Suggested LRC Procedures (33)

DEGREE PROCESS/STUDENT SUPPORT

IMPLEMENTATION

Function	Description	Resources
Assist students with implementing the degree plan	Students become involved in learning experiences which add to the prior learning assessed earlier. Students become aware of the learning options available and select experiences which will help complete their expectations and those of their Review Committees. Counseling services for enrolled students are available throughout for ongoing evaluation and support. This may include interpreting the LRC's comments and recommendations.	<u>Student Progress Portfolio</u> Reading List for Degree Students (33)
Design and set up opportunities for further work on the degree plan	Often, students need more than one term to complete their degree plan. For those students, it is necessary to provide advanced follow up opportunities. By meeting in groups or individually, students may further develop their degree plan.	Contracting Materials (31)
Train staff and other outside people in teaching the degree process	Training is needed for new staff members as well as other people who teach the degree process (such as past members of Local Review Committees). A thorough understanding of the nature of CCV's competence-based program, the parts of the degree plan, and the Review Committee process is necessary as well as basic teaching competence.	Contracting Materials (31) Local Review Committee Handbook (33)
Provide counseling support to instructional programs	Students having difficulties in classes will be referred by instructors or may refer themselves. In some cases there may be problems with teachers; in such cases they may be counseled to improve their effectiveness. In other cases, students may need individual attention or referral for help with academic skills.	<u>Instructor Handbook</u>

DEGREE PROCESS/STUDENT SUPPORT

IMPLEMENTATION

Function	Description	Resources
Maintain contact with enrolled students	When a student is not engaged in a specific learning experience with his or her counselor, it is very important to maintain contact with the degree student. This can be done through newsletters, meetings, telephone, or by individual counseling sessions. Information needs to be provided about financial aid and veterans benefits deadlines, upcoming special events, and other educational opportunities such as residency or new programs. This contact also allows for troubleshooting potential problems.	Student Newsletter (36)
Develop materials for the degree process	Because of the individualized nature of CCV's program, degree planning leaders need to develop alternative ways of learning to answer specific needs of students. There is a variety of exercises available for use in the degree planning process; new exercises should be added to the Contracting Materials and shared with other regions.	Contracting Materials (31)
Provide learning resources for students	A variety of resources will aid students in the learning process and help meet the requirements of the program. Included are home study kits, books and bibliographies, laboratory materials, audiovisual aids and equipment, experts in the field, and outside agencies.	Resource File
Provide for discussion of evaluation for degree students	Students need to be aware of the importance of end-of-course evaluations both for transcribing and for possible documentation of skills and knowledge. The process of reflecting on learning to determine what has been learned may also be discussed. The importance of quality should be stressed.	<u>Student Progress Portfolio</u>
Provide help for instructors and students in the writing of evaluations	Workshops or class visits may provide opportunities for students and instructors to understand the value and importance of CCV's evaluation procedures.	<u>Student Progress Portfolio</u> <u>Instructor Handbook</u>

DEGREE PROCESS/STUDENT SUPPORT

IMPLEMENTATION

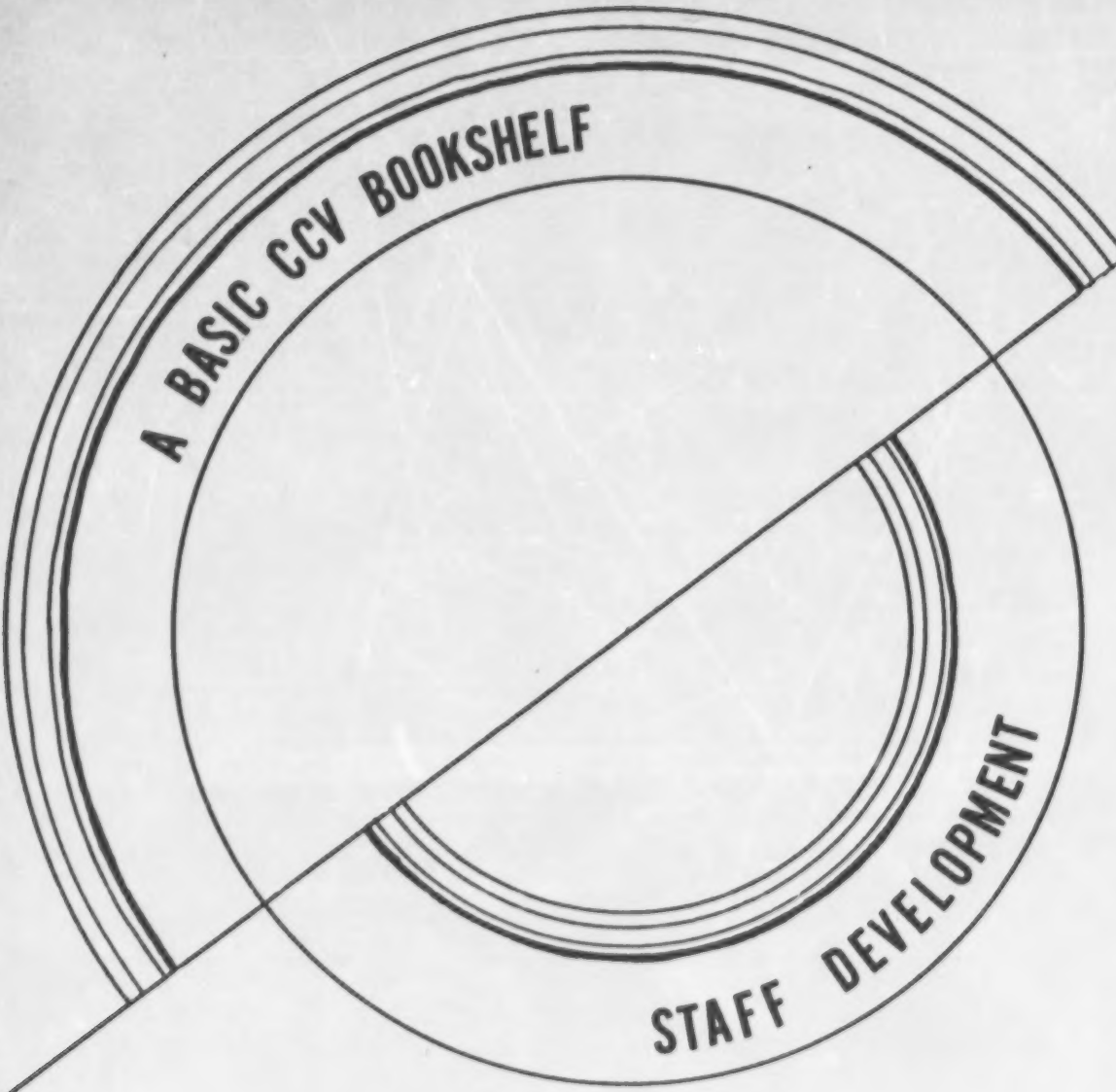
Function	Description	Resources
Completion of the Degree Process	Local Review Committees decide when students have met the expectations for completion of the Associate Degree. Guidelines provide a check on quality, breadth of learning, and completion of the various components of the degree plan. The student's degree plan is then forwarded to CCV's Central Office for final approval before graduation.	Local Review Committee Handbook (33) Degree Plan Review Guidelines (33)
Assist students in weighing content areas for the transcript	Before a student's degree plan is ready to be transcribed, the student and the counselor must recommend a credit designation for each content area.	
Facilitate residency and other special programs	Student support efforts need to be coordinated with curriculum development work in the planning of any program. Counselors participate at special events such as Summer Residency by leading workshops throughout the week, setting up and following through on experiential learning, and helping students evaluate such learning at the end of the program. Counselors also facilitate group processes during the program and set up and attend other activities.	Summer Residency Reports (39)
Facilitate outreach efforts	Outreach efforts also can be coordinated with curriculum development. Through such means as establishing relationships with community groups, sponsoring workshops, and distributing course lists, new students will be attracted to the college. Class visits and talks with people may encourage more students to become interested in the degree process. Current and past degree students can also help with outreach efforts.	
Develop ways to use community members	In order to continue to expand CCV's process, it is necessary to involve community people in new ways. This may include participation on advisory and Local Review Committees, as teachers or as students.	

EVALUATION

Function	Description	Resources
Determine the effectiveness of student support	Guidelines for student support evaluation include: - is information and counseling available for prospective students? - how well are counseling needs met for degree students throughout the semester? - do students know about financial aid and veterans benefits procedures and deadlines? Are there any problems? - how well are learning models (work experience, experiential, independent study, etc.) used by students? - do study progress plans and student evaluations reflect effective counseling as well as learning? - what is the variety of student problems? Is staff able to handle them or refer them to other sources? - how well are student needs coordinated with the development of curriculum? - how well has outreach been accomplished? - have new materials been developed for use by students? What are the reactions?	
Evaluate degree process groups	This is similar in intent to evaluating the degree process components: - is the assessment of students sufficient to determine their readiness to undertake the degree process? - have academic skill deficiencies been discovered before beginning to write a degree plan? - have degree process groups been scheduled so that students receive enough individual attention? - how well do students understand the degree process? What are the strengths and weaknesses? - was the training of degree course leaders sufficient?	
Evaluate the effectiveness of resource delivery to students	Questions here might include: - were needed resources (books, materials, etc.) available on time? - to what extent were students aware of resource possibilities within the community? how well were they used? - what were student reactions to materials used (exercises, <u>Student Progress Portfolio</u>, Developmental Skills Assessment Questionnaires, etc.)?	

EVALUATION

Function	Description	Resources
Determine the effectiveness of the Local Review Committee process	Guidelines here include: - how well have committee members been trained? Do they understand their responsibility in awarding an Associate Degree? - are members functioning well in their roles as community practitioners, instructors, and students? Are their recommendations sound? Will they be invited to return? - are clear expectations and standards being set for students?	
Determine the quality of degree plans	These are the kinds of questions that might be asked in reviewing contracts: - are all necessary parts of the contract present and does each serve its respective purpose? - are competence statements written to reflect competence and not experience? Is there enough detail to show the level of competence? - does the narrative show how a person has arrived at his/her goal? - do linking statements both define the competence and link it to the goal? - is the goal clear and concise? - is there evidence of 'learning to learn' skills in the contract? - has each competence been well documented? - is the writing grammatically correct and without errors? - if a bibliography is used, is there evidence in the contract that learning from reading has occurred? - is there a good overall balance among the areas of competence?	Degree Plan Review Guidelines (33)
Determine the effectiveness of the degree process components	Guidelines for determining the effectiveness of the APIE stages of the degree process are: - is the assessment of students sufficient to determine their readiness to undertake the degree process? - have academic deficiencies been discovered before beginning to write a study plan? - do students have a clear understanding of their goals? - how well have students gained an understanding of the degree process and the components of the degree plan? - how well can students identify needs for future study and how well are they meeting them? - have degree process classes been scheduled so that students receive enough individual attention? - have students demonstrated increased self-reliance?	Student Self-evaluation (36)



A BASIC CCV BOOKSHELF

STAFF DEVELOPMENT

STAFF DEVELOPMENT

Rationale: The importance of staff development for a college serving part-time adult students with part-time community instructors can probably not be over-stated. Considering the nature of who the students and teachers are, and, given the lack of a consistent and enduring relationship between the two, the staff must provide the one relatively stable link in the teaching-learning process. They must develop the curriculum, select and support the instructors, and counsel the students.

Skills: An impressive array of skills is necessary if staff are to fulfill those functions effectively. Although staff in some regions are more specialized (i.e., one staff member might concentrate on curriculum and instruction and another on student support) than in others, every staff member on occasion will need a range of administrative, interpersonal, and analytical skills. To even begin to describe those skills with all their subtle aspects and sensitivities that usually come only from experience, is beyond the scope of this manual. However, a brief, general overview of some skill areas might be useful. Staff should be able to:

- research, select, ferret out, and deliver both human and material community resources, making the best of something that is a little less than ideal;
- help students see what they know and can do, encouraging them by emphasizing their strengths while easing the occasional shock that accompanies the discovery of limitations;
- conduct interviews and make productive personal contacts using both face to face and telephone procedures;
- observe people in group settings and assess the dynamics and growth occurring;
- relate to a wide variety of people and community groups, sense their uniqueness, and communicate with them on their terms;
- write performance objectives precisely and clearly plan a sequence of activities designed to accomplish those objectives;
- establish criteria and procedures for the evaluation of student learning, instruction, and program performance;

STAFF DEVELOPMENT

- in the process of setting up courses, independents, workshops, and special events, gather information and define needs, match needs with available resources, weigh alternative solutions, schedule and coordinate activities;
- develop systems and organizational arrangements for the support of learners and instructors in a variety of educational programs;
- facilitate student growth in both individual and group settings;
- help students and instructors assess needs, values, styles and goals, and translate them into an educational plan.

Also, staff should have:

- a belief in the potential of all students to grow, develop, and become more self-reliant;
- a firm understanding of the institution, other available programs, and an awareness of their affect on student development;
- an understanding of adult learner attributes, adult development theory and the teaching/learning process;
- at least a basic familiarity with the philosophy and practices of more traditional higher educational programs;
- an understanding of curriculum as a process where the student moves developmentally through a sequence of learning experiences and a general understanding of the content areas that are appropriate for a college-level, community-based program.

Activities: Very often the major share of staff development at CCV comes from on-the-job learning. However, each staff member has the responsibility to go beyond the bounds of the daily routines and participate in expansive activities such as courses, workshops, conferences, and reading.

STAFF DEVELOPMENT

Although the College can not financially support a great deal of conference attending or course taking for its staff, it does provide periodic opportunities for people to participate in task forces, developmental committees and training sessions. The process of researching available information, planning new procedures or sets of materials, testing out those new ideas, and evaluating the results promotes increased familiarity and skill within the project focus.

Those knowledges and skills that result from wrestling with issues and resolving problems are transportable to other necessary projects. This is a very meaningful and lasting form of staff development. It is important that staff participate in both regional and all college task groups, committees, and training sessions whenever possible.

Bibliography: Included in this section of the manual is an annotated bibliography of some basic reading material for CCV staff. It is in no way comprehensive or exhaustive and undoubtedly, by the time this goes to press, there will be publications worth adding. Further staff suggestions for additional material will be warmly received.

A BASIC CCV BOOKSHELF

ADULT DEVELOPMENT AND LEARNING

Adult Education on Theory and Method, Adult Education Association of USA.

A series of short pamphlets especially suited for people who cannot spend much time reading about adult education principles and strategies.

- * Bergevin, Paul A Philosophy for Adult Education, New York: The Seabury Press, 1967
Presents a cogent rationale for continuing education for adults based on a "liberating" philosophy. Provided are definitions, problems, and concepts for implementation of adult education.
- * Chickering, A. W. A Conceptual Framework for Educational Alternatives at Empire State College, Saratoga Springs, New York: Empire State College, April, 1976.
The Empire State College Master Plan, 1975, has as an initial aim that of "providing educational alternatives responsive to the needs of increasingly diverse students". Attempts to investigate the research and theory in adult development as a basis for College development, for determining what alternatives to try, and what teaching practices are most effective. Though aimed at understanding student diversity, the sections on major dimensions of adult development offer an equally valid conceptual schema for faculty. Monograph also treats nature of professional development.
- * Knox, Alan B. Adult Development and Learning, San Francisco: Jossey-Bass, 1977.
Brings together all current, tested knowledge of adult development and learning, including information about the circumstances under which adults learn most effectively, the learning abilities that decline or increase with age, and how development and learning are affected by family roles, social activities, education, occupation, personality, and health.
- * Knowles, M. S. The Modern practice of adult education: Andragogy versus pedagogy, New York: Association Press, 1970.
A classic, comprehensive guide to the theory and practice of learning-centered adult education focusing on the differences between adult learners and traditional, youthful college students. Details principles and practices for defining purposes, planning and implementing programs, and evaluating outcomes. Includes numerous examples of materials developed at a variety of institutions.
- * Knowles, M. Self-Directed Learning: A Guide for Learners and Teachers, Association Press, 1975.
A manual on the planning and conduct of learning projects as a form of individualized higher education. Stiffly academic in approach for the freewheeling learning style, but well-worth having on hand as a guide to the best that has been devised by the professors to help people learn on their own.

ADULT DEVELOPMENT AND LEARNING

- Kolb, D., & Fry, R. Theories of group processes, Towards an applied theory of experiential learning. In C. L. Cooper (Ed.), London: John Wiley & Sons, 1975.
Presents an experiential learning theory related to human growth and development that includes a learning-styles inventory. This work has grown out of the NTL-Encounter Group movement and Kolb's work at MIT in the Sloan School of Business. Learning is conceived as a four-stage cycle beginning with a concrete experience and followed by reflective observation, abstract conceptualization, and active behavior experimentation. Provides a much needed theoretical framework within which to work in developing one's own program.
- * Perry, William G. Forms of Intellectual and Ethical Development in the College Years, New York: Holt, Rinehard and Winston, Inc., 1970.
Perry traces the intellectual development of the college student through three basic stages; first "dualism", then "relativitism" and finally to "committment". It raises questions about the importance of this pattern of student development for the college teachers.
- Sheehy, Gail Passages: Predictable Crises of Adult Life, Dutton, 1976.
This popular exposition of recent studies shows that adults, like children, pass through discernible stages of development. Recognizing these typical crisis periods in our own lives, we can better manage them so that they become periods of learning and growth rather than merely scaring and scarring us.
- * Smith, Robert M., Aber, George F., Kidd, J. R. (Eds) Handbook of Adult Ecuation, New York: MacMillan Publishing Co., 1970.
A comprehensive overview of the adult education field. Includes discussions of the role of religions, armed forces, social agencies, business and industry, extension services and other adult education providers.
- Tough, A. The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning, Toronto: The Ontario Institute for Studies in Education, 1971.
Highly readable, concrete, and helpful report on research and practices relating to adults' learning efforts. Reports findings of studies on how and why adults learn, and describes the steps, the planning, and the resources involved in self-directed and group learning.
- * Weathersby, Rita A Synthesis of Research and Theory on Adult Development: Its Implication for Adult Learning and Post Secondary Education, Unpublished Manuscript; Harvard University, 1976.
A comprehensive yet easily readable review of the field of adult development. Reviews recent research and the theoretical framework of adult development. Draws tentative conclusions about the implications of the research for programmatic and educational responses for students.

COMPETENCE BASED & EXPERIENTIAL LEARNING

Bloom, B. S., & Others Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York: Logmans Green, 1956.

An attempt to build a classification system (i.e., taxonomy) of educational goals. Useful in the experiential learning context as an aid in identifying levels of competence and evaluating learning outcomes. A companion handbook on the affective domain was published in 1964 (Krathwohl, Bloom, and Masia). Both of these books are classics in the field.

Bloom, B. S. Time and Learning, Thorndike Award Address of the 81st Annual Convention of the American Psychological Association, 8/27/73.

In this address, Bloom's central theme is time and its relationship to learning. Maintaining that all learning requires time and that time is limited, thereby imposing limitations on learning, Bloom suggests that schools should re-assess their use of time and investigate methods of learning which will be more effective and efficient for student, teacher and institution. He discusses the notion of Mastery Learning and describes John Carroll's model of school learning with the basic thesis that time is a central variable in school learning and that students differ in the amount of time they need to learn a given unit based on a set of criteria.

* Chickering, Arthur "Developing Competence", Education and Identity, San Francisco: Jossey-Bass, 1974.

In this first chapter of Education and Identity, Chickering likens competence to a "three-tined pitchfork". Intellectual competency, physical-manual skills and interpersonal competence are the tines and sense of competence the handle. All aspects of competence are analyzed separately, with Chickering maintaining that colleges have the responsibility to systematically and rationally respond to these components as separate elements of a larger whole. (The entire book is recommended.)

* Commission on Non-Traditional Study Diversity by Design, San Francisco: Jossey-Bass, 1973.

Final report of the Commission. Brings clearly into focus the need for and potential of non-traditional education. Clarifies the problem of articulation between experiential learning and traditional curricula and identifies the need for accepted means of granting credit for off-campus learning--both for cognitive knowledge in traditional academic subjects and for other forms of creditable learning that may stem more from practical experience in work or service situations.

Hodgkinson, Harold "Issues in Competency Based Learning", Keynote Address at the National Conference on Competency-Based Learning, Cincinnati, Ohio, February 15, 1974.

In this address, Hodgkinson attempts to define competency-based learning and suggests that the impetus for it stems from a prevailing mood of lack of faith in higher education. He deals with the development of Mastery Learning, as Bloom and Carroll have articulated it, and discusses six levels of general

COMPETENCE BASED & EXPERIENTIAL LEARNING

competence which provide a basis for many CBE programs. Hodgkinson outlines some of the problems which arise from competency-based education as: the need to establish some norm-referenced criteria with acceptable levels of difficulty, role problems of the faculty, poor measures of assessment, the need to develop an additive program rather than an array of self-contained courses with no direction, and the need to know more about the consequences of competency-based programs for institutions.

Keeton, M.T. Experiential Learning: Rationale, Characteristics, and Assessment, Credentials for the learning society. M.T. Keeton & Associates, San Francisco: Jossey-Bass, 1976.

Describes the philosophical, social and historical context which gave rise to the CAEL project. Explores the part that American society of the next few decades might take in its educational and credentialing systems. Proposes that a few reasonably well-defined credentials be established as models, and recommends: (1) two types--a comprehensive passport and specialized credentials directed to more restricted purposes; (2) one or more national consortia to take responsibility for consultation and evaluation services with respect to good practices in the issuance of educational credentials; (3) mass delivery of individualized credentials; (4) both norm-referenced and criterion-referenced credentials; and (5) good models of criterion-referenced standards.

Knott, B. What is a Competence-Based Curriculum in the Liberal Arts, Journal of Higher Education, Vol. 46, January, February, 1975, 25-40.

Defines a competence-based curriculum and discusses the compatibility of such a competence-based curriculum with the goals of liberal education.

McClelland, David Testing for Competence Rather Than for Intelligence, American Psychologist, January, 1973.

In this article, McClelland questions the validity of standard intelligence and aptitude tests as well as the 'predictability' of them in relation to job performance and other worldly behavior. He proposes that we should test for competence rather than intelligence through the use of criterion-sampling tests, and that the assessment criteria be grouped in clusters of life outcomes (communication skills, patience, moderate goal setting, ego development). He suggests that this new testing movement should lead to a different profile of an individual inclusive of ego and moral development and that tests should become a device for the mutual re-designing of the teaching/learning process.

Meyer, P., & Petry, S.L. Off-Campus Education: An Inquiry, Atlanta: Southern Regional Education Board, 1972.

A conference report which provides a brief but useful introduction to issues and problems in off-campus learning. Summarizes some considerations concerning assessment, but discussion of the purpose of off-campus education holds greater interest. Outlines four objectives--to help the student to examine and develop his or her own life-style; develop a capacity to examine experience and interpret the learning that has occurred; examine a variety of cultural values and draw implications for his or her own personal commitments; and develop personal skills in setting and achieving goals, identifying and solving problems and exercising initiative and independence in dealing with human and institutional relationships.

COMPETENCE BASED & EXPERIENTIAL LEARNING

Smith, M. Brewster Competence and Socialization, Socialization and Society, Edited by John Clausen, Little, Brown & Company, 1968.

This article in Clausen's book on socialization attempts to see the bearing of socialization on the origins and development of competence. It is an attempt to 'popularize' yet also clarify some of the issues that arise in conceptualizing the nature and development of competence. Smith presents alternative conceptions of competence and how they correlate with particular sociological role-status theory. He posits a provisional view of the 'competent self' with particular attitudes and beliefs, and suggests that this model may have transcultural relevance. Social structure and its bearing on competence is discussed in relation to power, respect and opportunity.

Trivett, D. A. Competency Programs in Higher Education, (ERIC/Higher Education Research Report No. 7). Washington, DC: American Association for Higher Education, 1975.

A monograph which explores the origins of competency programs, bases for defining a competency, and relationships between competencies, behavioral objectives, and mastered learning. Describes 8 competency programs at higher education institutions. Also discusses program implementation by contrasting problems in small vs. large institutions and by relating the issues of institutional goals, developing competency statements, assessment and evaluation, learning experiences, new faculty and student roles.

STUDENT SUPPORT

Bolles, R. N. What Color is Your Parachute? A practical manual for job hunters and career changers, Berkeley, Calif.: Ten Speed Press, 1972.

Presents a new approach to life planning based upon careful self-evaluation and the assessment of personal goals, skills, and desires. Makes a strong case for experiential learning as well as formal education for the primary development of core skills. Exercises and suggestion in the manual are excellent for students who are writing autobiographies in order to develop learning objectives which are related to their personal and career goals.

* Chickering, A. W. Education and Identity, San Francisco: Jossey-Bass, 1969.

Winner of the ACE book award. Proposes that institutions plan their operation in terms of the needs of students. Integrates the most useful knowledge available about student development and transforms it into a realistic plan of action. Describes the major dimensions of development during the college years and correlates them with curriculum; teaching; living arrangements; relationships with faculty, administration, and peers; and other aspects of college life.

STUDENT SUPPORT

Cross, K. P. Beyond the Open Door: New Students to Higher Education, San Francisco: Jossey-Bass, 1971. An analysis of the characteristics of students who are becoming more common in colleges and universities, those with lower intellectual aptitude, from lower socio-economic classes, and disproportionately drawn from ethnic minority groups. Their educational needs, including implications for advising, are analyzed and discussed.

* Crystal, J.S., & Bolles, R.N. Where Do I Go From Here With My Life?, New York: Seabury Press, 1974. a 16-lesson course--complete with homework assignments--in determining vocational and life goals and values. Although focused on career planning, could be the first stages in the prior learning assessment process.

* Knapp, J., & Sharon, A. A compendium of assessment techniques, Princeton, N.J.: CAEL Educational Testing Service, 1975.

Describes a wide variety of assessment techniques that might be appropriate to different types of experiential learning. Includes sections on performance tests, simulations, interviews, ratings, product assessment, etc. Provides brief illustrations of different applications, and cites a number of references that provide more detailed information concerning each assessment method.

* Knapp, J. Assessing prior learning--A CAEL handbook, Princeton, N.J.: CAEL, Educational Testing Service, 1977.

Presents a model for portfolio assessment that incorporates eight stages: (1) facilitating the construction and assessment of a portfolio; (2) identifying significant prior experiences; (3) expressing the learning outcomes of prior experiences; (4) articulating prior outcomes to educational goals; (5) documenting the learning experience; (6) measuring the extent and level of prior learning outcomes; (7) judging the learning outcomes; and (8) evaluating prior learning outcomes for awarding credits or recognition. At each stage alternative practical procedures are suggested.

Kubler-Ross, Elisabeth Death: The Final Stage of Growth, Prentice-Hall, 1975.

The emphasis in this collection of writings is upon death as a vital part of life itself. Learning how to cope with and accept death not as a goal but as a powerful stage of our personal growth is seen as a necessity in living our lives fully and meaningfully.

Roueche, J.E., & Snow, J.J. Overcoming Learning Problems, A Guide to Developmental Education in College, San Francisco: Jossey-Bass, 1977.

Provides a comprehensive overview of current, tested knowledge about all aspects of developmental or remedial education, showing how it can be effectively applied in college; analyzes successful programs across the country; identifies practices that have worked to improve retention and achievement of high-risk or non-traditional students; and details methods of systematically organizing and implementing programs.

CURRICULUM

Clark, T. (ed.) New Academic Programs/New Professional Roles: A Description of Individualized Education and Faculty Development at Eight Institutions, Empire State College, The Center for Individualized Education, December, 1975.

Demonstrates the concept of individualized education as it is being implemented in eight institutions. Distinguishes between individualized education and individualized instruction. The former includes academic programs seeking to individualize not only pace and timing of learning but learning objectives, content, learning activities, modes, place and also evaluation criteria. The latter seeks to individualize one dimension of the teaching-learning process such as time or pace. Also describes a variety of educational functions and new professional roles being performed as faculty implement these new programs, as well as faculty development activities.

Cohen, A. Objectives for College Courses, Evanston: Glencoe Press, 1970.

The prescription which underlies this book is that the purpose of education is to bring about change in students. It outlines the process of defining objectives in specific courses in terms of observable changes in students. Useful as a guide for creating and employing specific objectives in course development.

Cross, P.K. Accent on Learning: Improving Instruction and Reshaping the Curriculum, San Francisco: Jossey-Bass, 1976.

Shows how revolutionary methods of instruction and innovative programs for personal development can help all students to learn and grow, and how institutions can maintain high academic standards at the same time. How a large amount of untapped research information can be effectively used to reform education. A curricular model that demands high academic standards for all students is presented, yet it accommodates student differences by setting realistic goals, using new instructional strategies and reshaping course content.

Cross, Patricia K., & Valley, John R., and Associates, Planning Non-Traditional Programs, An Analysis of the Issues for Postsecondary Education, San Francisco: Jossey-Bass, 1974.

Surveys the program needs of non-traditional, principally adult and part-time learners, examines their characteristics, motivations, and interests; evaluates programs that now exist; analyzes the application of new technology to non-traditional study; explains the problems of avoiding "cut-rate credits and discount degrees". Annotated bibliography.

Diamond, R. et. al. Instructional Development for Individualized Learning in Higher Education, Englewood Cliffs, N.J.: Educational Technology Publications, 1975.

Defines and describes the process of individualization including flexible time frames, diagnosis, remediation, content option, student evaluation in alternate forms and flexible times, choice of location, alternate forms of instruction. Annotated bibliography.

CURRICULUM

Gould, S.B., & Cross, P.K. (eds.) Explorations in Non-Traditional Study, San Francisco: Jossey-Bass, 1972. Concepts and rationale behind non-traditional programs designed to reach new kinds of students off-campus. Discusses kinds of instruction, counseling and programs that meet the special needs of adults, part-time, elderly, and other non-traditional students.

Harlacher, E.L., Gollattscheck, J.F. (eds.) Implementing Community-Based Education, 1978. Presents a comprehensive guide to planning and implementing community-based education--a growing trend in which colleges work with local groups to meet the full range of community education needs rather than just offering traditional services to "college-age" students.

Hesburgh, T.M., Miller, P.A. & Wharton, C.R. Patterns for Lifelong Learning, 1973. Investigates the concept of education as a lifelong process, open to all. Establishes a philosophic basis for lifelong learning; shows how to expand the role of colleges in adult and continuing education; suggests procedures to be set up, kinds of courses to be offered, type of control and leadership required. Action programs are offered for administrators.

INSTRUCTIONAL DEVELOPMENT

Axelrod, J. The University Teacher as Artist, San Francisco: Jossey-Bass, 1973. Poses provocatively the "aesthetics of teaching". Distinguishes between teacher-craftsmen who seek excellence in didactic modes of teaching and teacher-artist who excel through evocative modes. Describes through rich portraits of individual teachers four foci of evocative styles: mastery of facts and principles of a discipline, the professor as an authority, development of student's minds, and development of students as whole persons. Argues that teacher-artists are needed and points to educational reforms that will support their development.

* Bergquist, W.H., & Phillips, S.R. A Handbook for Faculty Development, Washington, D.C.: Council for the Advancement of Small Colleges, 1975.

A practical, useable, bag of ideas and activities to help those currently involved in developing faculty. Workbook format offers exercises, instruments, and other materials which can be used in faculty workshops or seminars. May be helpful in clarifying goals, establishing strategies, and becoming more consciously aware of the developmental process.

Bernstein, H.R. in collaboration with the Center For Improvement of Undergraduate Education. Manual for Teaching Assistants, Ithaca, New York: Cornell University, 1975.

Written for teaching assistants, but appropriate for all college teachers, this handbook has selected and organized available resource materials on the following topics: (1) "The Purpose and Use of Objectives in Instruction", abridging and applying Bloom's taxonomy of educational objectives; (2) "Transmission of Knowledge", covering lecturing and teaching through discussion as well as individualized instruction, simulation, uses of media, etc.; (3) "Evaluation", measuring student performance as well as assessing teacher performance and (4) "Sociology of the Classroom", dealing with teacher roles and classroom interaction.

* Eble, Kenneth E. The Craft of Teaching, A Guide to Mastering the Professor's Art, San Francisco: Jossey-Bass, 1976.

A distinguished teacher offers practical advice to professors who want to improve their teaching. Eble exposes myths that stand in the way of improving teaching; challenges the lecture method; offers suggestions for dealing with assignments, tests, and grades; provides help in handling situations such as cheating and the class that "goes sour"; and considers ways to overcome the shortcomings of teacher preparation.

* Knowles, M.S. Self-directed learning: A guide for learners and teachers, New York Association Press, 1975.

A resource for developing competence in self-directed inquiry. The learning plan approach outlined can be used by students and teachers for independent study and field experience. Suggestions are given to faculty as to how they can adopt the role of facilitator.

Mager, R.F. Preparing Instructional Objectives, Belmont, California: Fearon Publishers, 1962.

This 61-page paperback is considered the classic on the subject of writing objectives. This book assumes that the reader has formulated educational goals and provides instruction in the writing of objectives.

* McKeachie, W.J. Teaching Tips: A Guidebook for the Beginning College Teacher, 6th ed., Lexington, Mass.: D.C. Heath and Company, 1969.

Offers numerous effective teaching methods and general advice on how to test the "productiveness" of particular methods. Widely quoted, and idealistic yet practical guidebook for a beginning college teacher. Preparing for a course, meeting a class for the first time, lecturing, organizing effective discussion, grading, the psychology of learning, student ratings of faculty - are all colorfully reviewed, tempered by personal experience.

CCV REPORTS AND MATERIALS

- * Vermont Regional Community College Commission (VRCCC) Present & Future, prepared for joint Senate-House Committee on Education Public Hearing, September, 1971.
Outlines the history, rationale, and objectives for VRCCC. Describes the early programs, reports on FY '72, and outlines the plans for FY '73. Provides a good background and description of CCV's roots.
- * Certificate and Associate Degree Structure, VRCCC, Inc., July, 1972.
Proposes a structure and content for the first degree and certificate programs outlining three broad areas of competence: Social, Intellectual and Manual/Physical. Describes the process from admissions to final review.
- * Post-Secondary Access Study: Vermont Adult Aspiration Study, submitted to Vermont State Colleges and Vermont Commission on Higher Education Facilities, January, 1974.
Analyzes the results of a study of 500 Vermont adults on their educational needs, aspirations, obstacles and affiliation preferences. General conclusions add support for the need for a decentralized non-campus community college.
- * A Portrait of The Community College of Vermont, Report prepared for FIPSE, June, 1975.
Overview of the development of the Community College of Vermont through FY '75. Gives projections on CCV's future.
- * The Report on the Project on Contracting, Review and Assessment Procedures, June, 1975.
Outlines a revised degree process emphasizing the transition from three programs (Human Services, Administrative Services, General Studies) to ten broad areas of competence. Includes recommendations for program structure, developmental sequence, Local Review Committee Process and Final Review Board.
- * The Report of the Institutional Self Study, prepared for the New England Association of Schools and Colleges, September, 1975.
CCV's first accreditation report, it provides a review of the Colleges' status and future direction as they were perceived in the Fall of 1975, all aspects of the College's program are covered.
- * How Much is Enough: How Students and Communities Develop Their Own Answers, A CAEL operational model, May, 1976.
An extensive review and critique of the Local Review Committee process from rationale and philosophy to actual procedures for implementation. The report has clarified and refined our own understanding as it communicated both the philosophy and practice of LRC's to the outside world.

- * Report of the Project on Individualized Education, prepared by the Task Force on Individualized Education, 1976.

Reviews the results of a Task Force implemented to develop and define our educational delivery models. Beginning with a definition and profile of the self-reliant learner, the report describes the functions, procedures, and stages for each of 5 delivery models: Classroom, independent study, work experience, experiential, and clusters. Emphasizes how each model supports the development of self-reliance.

- * Assessment of Learning, Report to Integrated Service Team and Individualized Education Task Force Projects, February, 1977.

A report of instruments, methods and approaches for the assessment of learning. Defines learner assessment and briefly discusses assessment ideas that are relevant to CCV, and summarizes the different ways assessment is interpreted by various people in the higher education community.

- * A Kellogg I.S.T. Report on Development of CCV's Approach to Learning, prepared by IST Forum, Spring, 1977.

Gives a historical review of CCV's philosophy and practice, clarifies the APIE/self-reliance concepts, evaluates the present status and gives recommendations for future development of that paradigm. Provides pictorial and narrative analyses of the APIE cycle, and describes materials and procedures in use to support that cycle.

- * Institutional Progress Report of CCV, submitted to NEASC, June, 1977.

An interim report of CCV's accrediting agency. Concentrates on how the college has addressed the concerns expressed by 1975 accrediting team.

- * Community Needs Assessment in Education and Social Services: A Needs Study for CCV, Fall, 1977.

Summarizes the results of the College's first systematic attempt to research, design, implement, and evaluate a formal needs assessment process. Discusses benefits and limitations of these approaches: survey research, individual interviews, and group discussions with different target populations for a community needs assessment. Provides a model for future efforts, demonstrates the value of these assessment procedures for outreach and public relations, and shows how community faculty can be used to supplement staff in carrying out a needs assessment.

- * Report on Institutional Needs, prepared for Title III, Developing Institutions proposal, October, 1977.

Presents a critical analysis of the College's present systems pinpointing crucial areas for improvement. Gives specific recommendation for each area of improvement - Learning Support, academic needs and management/administrative needs.

CCV REPORTS AND MATERIALS

- * Report of the Institutional Self-Study, prepared for the New England Association of Schools and Colleges, January, 1979.
Provides a brief history and status report of the College in preparation for reaccreditation.
- * Final Report of The Integrated Service Team Project to the W.K. Kellogg Foundation, March 1979.
Summary of three years' activities and accomplishments of Integrated Service Team Project.
Analyzes impacts on the College of the new procedures and materials developed and of the refined understandings gained in relation to the APIE/self-reliance paradigm.

Studies of CCV by researchers from other institutions:
- * Mid-Career Change: Adult Students in Mid-Career Transitions and Community Support Systems Developed to Meet Their Needs, prepared by Mid-Career Change Project, University of California, 1978.
Ninety-four students in the St. Albans area were studied as part of a national survey of mid-life career changers and available educational systems designed to support them. The results indicate that the Adult Education Council of Franklin-Grand Isle and in particular CCV represent a model that could be duplicated in other parts of the country.
- * Summary Report of Field Visit of David Leslie, from Center for the Study of Higher Education, University of Virginia, Summer, 1978.
Several CCV teachers and staff were interviewed as part of a national study of part-time faculty. Special issues and problems and their effects on the quality of instruction are discussed. Special note was made of the commitment of staff and teachers to the philosophy and mission of the College, the value of the use of community practitioners, and the belief that high quality instruction can be achieved without the high cost of full-time faculty.

* denotes available for loan at CCV.

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| 16. Teacher Resumé and Contracts | 34. Study Progress Plan |
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